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ABSTRACT

A survey was conducted of 137 higher education institutions that have developed adult baccalaureate programs. Four major issues related to degree offerings for adults were examined: clientele, access to degree programs, institutional contexts of adult degree programs, and academic components of adult programs. A description of the clientele served by adult programs is presented from the perspective of student perceptions of their program status and the institution's view of adult students. The issue of access is discussed from two perspectives: barriers that impede adults' access to degrees, and accommodations that are being made for adult students. The institutional context of adult degree programs is discussed with regard to the growth of adult programs, their availability in various types of institutions across the nation, and their involvement in interinstitutional arrangements. The status of adult degree programs in relation to their host institutions is examined with regard to program name distinctions, enrollment size, funding base, and tuition costs. The academic components of degree programs include goals of the curriculum, curricular design, faculty instructional roles, types of learning, and evaluation of learning. It is concluded that adult baccalaureate degree programs need to be granted status equal to that of more traditional programs: adults are still barred from equal access to higher education opportunities, or at least their options are limited to a greater extent than is desirable. A bibliography and a listing of adult baccalaureate programs by state are included. (SW)

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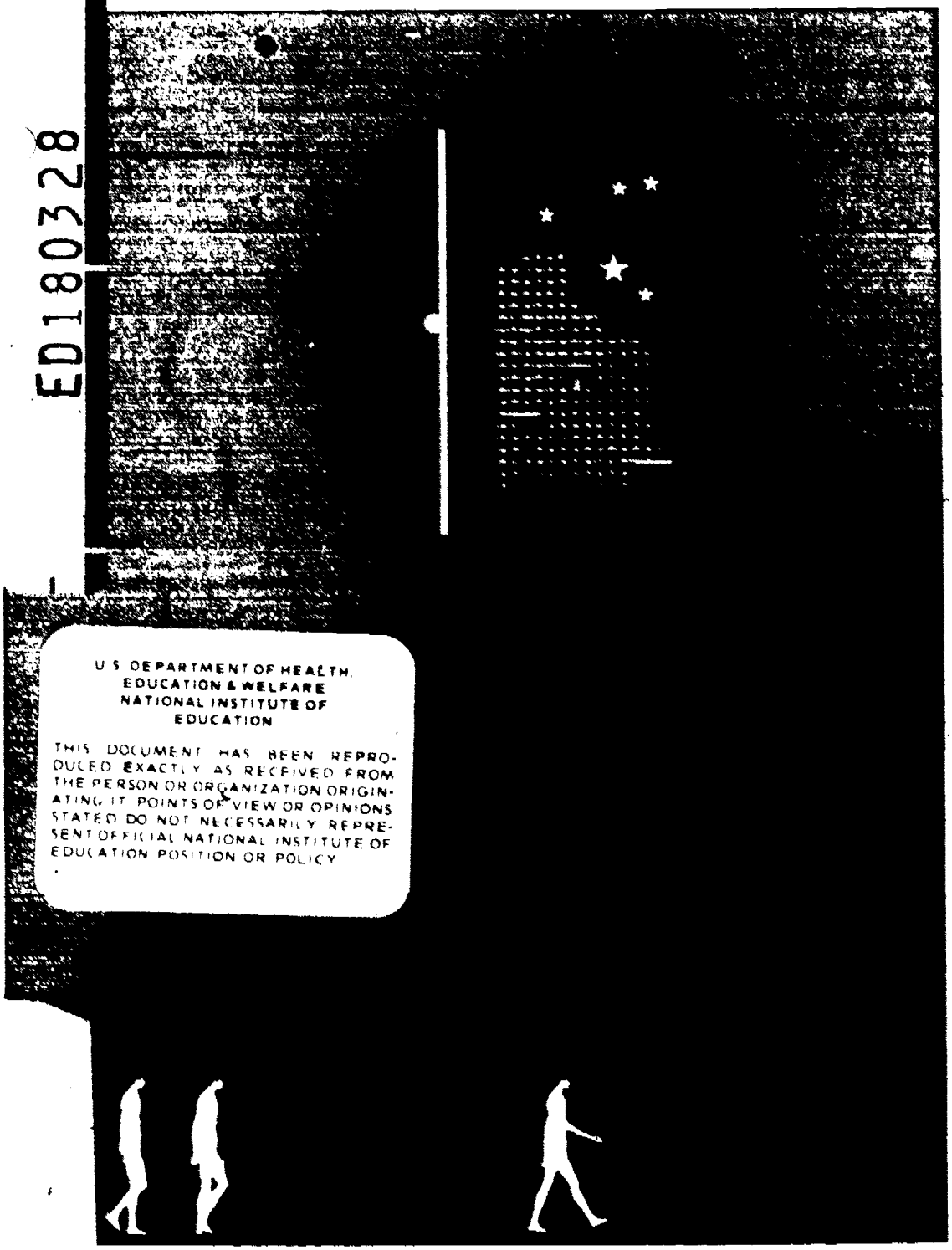
REPORT

Adult Baccalaureate Programs

Marilou Denbo Eldred and Catherine Marienau



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Foreword

Over the last decade there has been an increasing demand by students beyond the traditional 18- to 24-year-old age group for a higher education, while at the same time there also has been a movement away from full-time attendance. The National Center for Education Statistics projects that these trends will continue: by 1986 it is estimated that the population between 18 and 24 years of age will *decrease* by 11 percent, while the population between 25 and 34 will *increase* by 25 percent. NCES also estimates that by 1986 between 44 and 52 percent of college students will be attending part-time.

Since more institutions are beginning to adapt their curriculum, scheduling, and admission and residency requirements to meet the demands of part-time adult students, it seemed appropriate to examine the experience of institutions that already offer adult baccalaureate programs. Marilou Denbo Eldred, research associate, and Cathering Marienau, director of the University Without Walls Program at the University of Minnesota, have identified and surveyed 137 institutions that have developed such programs. The results of their survey, together with analysis of the major literature on this topic, is the basis for this Research Report.

After reviewing the characteristics of the adult student and the problems of access, the authors concentrate on the differences and similarities of the academic components of the various adult degree programs. This state-of-the-art report should provide an excellent basis for discussion as more and more institutions begin or review their adult baccalaureate degree programs.

Jonathan D. Fife, Director
ERIC® Clearinghouse on Higher Education

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Overview

The emergence of baccalaureate programs for adults is a growing phenomenon in American higher education. Several forces are contributing to the establishment of these programs: enrollment of traditional college students is declining; federal funding is available for serving adult learners; nonacademic institutions are beginning to provide educational services for adults; and the notion of individualized education is becoming more acceptable to college faculty.

These developments are coupled with a conviction that education is one of the most effective tools to create a well-functioning, adaptable adult citizenry. American society supports the notion that liberally educated citizens are most able to manage its complex technological society. Educators, supported by government and community leaders, are attempting to modify traditional college education by helping adults earn the baccalaureate degree in ways that accommodate their life and work situations.

The literature of adult higher education and nontraditional education provides a broad perspective of the adult student population in a rapidly changing society. The literature offers general descriptions and analyses of what *ought* to be provided for adult students, with few or no explanations of what *is* offered for adults at the baccalaureate level. It was the authors' judgment, therefore, that a survey of existing adult baccalaureate programs would enhance the general descriptive literature and provide data from which further conclusions about adult degree programs could be drawn. Descriptions of existing baccalaureate programs for adults provide a context in which to assess the compatibility between the theoretical literature and the actual programs themselves. This monograph examines four major issues related to degree offerings for adults: (1) clientele, (2) access to degree programs, (3) institutional contexts of adult degree programs, and (4) academic components of adult degree programs.

Adult Clientele—A description of the clientele served by adult programs is presented from the perspective of student perception of their program status and the institution's view of adult students. Definitions of "adult" vary by program. The most common definition describes adults as people who are over twenty, so many programs require a minimum age of twenty for entrance. When describing themselves

adults refer to personal characteristics such as self-direction, maturity or decisionmaking ability.

Access to Degree Programs--The issue of access is discussed from two perspectives: (1) barriers that impede adults' access to degrees, and (2) accommodations that are being made for adult students. Barriers faced by adults include full-time job, family responsibilities, distance from campus, and financial constraints.

Institutions are facilitating adult enrollment in degree programs. This usually includes special considerations with regard to scheduling and admissions and residence requirements.

Adult programs generally provide flexible time schedules within the institutional setting. These range from evening or weekend offerings to various combinations of day, evening, and weekend programming. Expanding the times during the day or week when adults can pursue educational opportunities has led to innovative learning environments often extending beyond the college campus.

Admissions requirements directly affect adults' access to degree programs and these requirements are often adapted to fit adults' special circumstances. While grade-point average is the most common requirement for admission to adult baccalaureate programs, other prerequisites for admission are becoming more popular, such as autobiographical essays, statements of educational goals, or portfolios of prior learning.

Although many adult degree programs have residency requirements, those requirements are often flexible and adapted to the situation of employed adults. The discussion on access concludes by noting that *while many adaptations have been made to accommodate adults in degree programs, more efforts must be made to provide access for many adults whose circumstances continue to impede their pursuing the baccalaureate degree.*

Institutional Contexts of Adult Degree Programs--The institutional context of adult degree programs is discussed with regard to the the growth of adult programs, their availability in various types of institutions across the nation, and their involvement in interinstitutional arrangements. The status of adult degree programs in relation to their host institution is examined with regard to program name distinctions, enrollment size, funding base, and tuition costs.

At least 187 baccalaureate programs for adults are available in 40 states in the United States, most of them set within established public or private institutions. A reflection of the small size of many host institutions is that enrollment in adult programs generally ranges

between 100 and 500 students. Some adult degree programs affiliate with others in consortium arrangements at local, state, or regional levels. A major purpose of the consortia is to expand program offerings to students; a second purpose is to provide opportunities for those engaged in instructing adults to meet one another.

Various methods are used to assess program costs to adults; such methods include fees for credits, academic terms, or specific program services. *About half the programs are funded at least 90 percent by tuition income. Most institutions place adult degree programs on an experimental or "trial" basis and are not yet ready to give them budgetary status equal to that of other programs.*

Academic Components of Adult Degree Programs—The academic components of degree programs include goals of the curriculum, curricular design, faculty instructional roles, types of learning, and evaluation of learning. Most degree programs for adults are designed to provide a broad liberal education that complements specialized or professional competencies. The liberal education component in adult programs includes demonstration of knowledge in the areas of communications or composition, humanities, fine arts, social sciences ,and natural sciences.

Most of the existing programs award credit. A few are described as competency-based and require demonstration of knowledge in general education areas as well as specific skills, such as "social interaction," "self-direction," or "problem-solving," necessary to function in adult society. The Bachelor of Arts or Bachelor of Science degrees are most commonly offered in adult programs.

Individually designed degree programs enable adults to relate their learning to personal concerns and to make learning compatible with their work and family environment. Programs afford a variety of learning modes, which include group learning, independent study options, documenting prior or experiential learning, and formal college courses. Many adult programs encourage students to include in their degree programs learning that has occurred outside the host institution. Other programs require all student learning to occur at or be sponsored by the host institution.

The role of faculty in adult degree programs has expanded beyond that of classroom teacher to working with adults in independent learning settings as mentors, learning facilitators, or learning consultants.

Some programs use noncollege personnel to advise and evaluate certain portions of adult programs. These people, often described as

"community faculty," may be considered adjunct faculty and usually work with students in evaluating prior or experiential learning activities.

The emergence of general program advising, a new academic role, is a growing phenomenon in adult degree programs. Advising staff assume instructional responsibilities for helping students design their degree program, analyze past learning, and develop skills of self-direction necessary to successfully complete an individualized study program.

The range and diversity of learning pursued by adult students requires new forms of evaluation and assessment. Grades have been the standard measure of student achievement and still retain a prominent place in adult degree programs. Other evaluation measures have been introduced into adult programs, some of which are pass/fail grading, narrative evaluations, or competency statements.

The type of evaluation system used in adult baccalaureate programs reflects the variety of learning opportunities provided by the program. Great strides have been made to extend the means of evaluating adult learning, but many college faculty and administrators still have doubts about the efficacy of such approaches. Evaluation standards is a major unresolved issue and is crucial to the full acceptance of experiential learning, prior learning, and other noninstitution-sponsored learning in adult student degree programs.

Conclusion. Some issues remain to be resolved. *The major institutional issue that must receive attention is that of granting adult baccalaureate degree programs status equal to that of more traditional programs. The research literature indicates that adult degree programs at most institutions remain on the periphery of institutional priorities.*

Some curricular issues that still need full consideration are: designing assessment measures that will give equal "credit" to the range of learning experiences accumulated by adults; expanding instructional responsibilities and equipping faculty with the special advising skills needed for working with adults; and redefining credit systems to include noninstitution-sponsored learning.

These continue to bar adults from equal access to higher education opportunities, or at least limit adults' options to a greater extent than is desirable.

Introduction

Many factors contribute to the new adult-learner emphasis at colleges and universities: (1) financial difficulties that, when aided by declining enrollments, have forced higher education institutions to seek the adult student market; (2) increased federal funding for serving adult learners, which has motivated institutional response; (3) political pressures to serve the educational needs of adults exerted from the broader community and from educational systems wanting to expand; and (4) increasing involvement of nonacademic institutions, such as private industry and government, in providing educational opportunities for adults (Knowles 1977, 295-300; Mayhew 1977, 70-84).

Social forces are influencing changes in traditional academic structures. The philosophies and practices of nontraditional education, initially viewed with suspicion by established education, now are being adapted by traditional higher education institutions to serve the needs of adult students. The "academic relevance" movement of the late 1960s gave credence to the notion of individualized curricula for adults that relates directly to their personal and academic interest and work-related and family problems (Harrington 1977; Knowles 1977; Mayhew 1977). A persuasive force is the doctrine of egalitarianism, whose goal is to bring previously underserved groups into the mainstream of American life. Egalitarianism demands that all individuals should be provided an education that is tailored to their needs (Gould and Cross 1972; Houle 1973; Knowles 1973).

In response to these growing pressures to make higher education more accessible to the adult population, numerous adult degree programs have been established during the past two decades. The creation of special degree programs for adults represents the efforts of many traditional and nontraditional institutions alike to recognize their responsibility to prepare adults to function as effective members of a change-oriented society. To what extent are baccalaureate programs designed for adults responsive to the needs of their target populations? The literature of adult higher education and nontraditional education, and the descriptive literature from adult baccalaureate programs help to answer this question.

The adult higher education and nontraditional education literature provides a broad perspective of the adult student population in

a changing society. The social forces that affect adults' learning styles, life-experience learning, use of community resources, and time available for study are widely discussed . . . elaborately discussed. The authors found that most of the adult higher education and nontraditional education literature analyzes and speculates about how academic institutions *ought* to respond to the needs of adult students. The literature includes few, if any, examples of what institutions currently *are providing* for adults. There appears to be a hiatus in much of the literature regarding programmatic descriptions of adult baccalaureate programs. Rather, discussion usually is focused on issues such as the effect of population trends on enrollment in adult degree programs, the importance of curricular and scheduling adaptations to adults' needs, or the inclusion of noncollege sponsored learning in adult programs. While those issues are important, it was the authors' judgment that many adaptations are being made for adults and it would be useful to know the nature of adult degree programs in various colleges and universities nationwide. A thorough search of the literature indicated that a comprehensive survey of adult baccalaureate programs has not been published, so an instrument was designed to survey existing adult baccalaureate programs. Information provided in the questionnaire, along with descriptive literature about the program, provides that second category of literature reviewed for this monograph.

Institutions with adult degree programs were surveyed to determine the extent to which the adult programs reflect the theoretical claims in the literature. Potential adult degree programs were identified through use of *The College Blue Book* (Macmillan 1977). To confirm the descriptions other sources were consulted: the American Council on Education's *American Colleges and Universities* (1972), The New York Times' *Guide to Continuing Education in America* (1972), and Munzert's *National Directory of External Degree Programs* (1976). In addition, programs were identified from lists of weekend college programs, University Without Walls programs, and adult degree programs. After reading institutional and curriculum descriptions, admissions requirements, and kinds of students served at some 3,000 colleges and universities nationwide, 875 institutions were identified that were judged most likely to have baccalaureate programs designed specifically for adults.

Then a questionnaire addressed to the academic dean or director of the adult program was sent to the 875 institutions. Two follow-up attempts were made: a letter shortly after the deadline for returning

the questionnaire and a postcard several weeks later. Responses were received from 317 institutions (85 percent). Although 137 institutions indicated that they have baccalaureate programs for adults, only 128 wanted their programs included in this monograph.

The decision as to which institutions should receive questionnaires included an element of subjectivity, since the information gleaned from directories was interpreted as a positive or negative factor in the likelihood of those institutions having baccalaureate programs. Some institutions that did not receive questionnaires undoubtedly have adult degree programs. It is the authors' judgment, however, that the questionnaire and descriptive information received from programs is quite representative of the range of degree opportunities available to adults.

From the questionnaire data and program literature, four major components of adult degree programs were identified: clientele, access to degree programs, institutional contexts of adult degree programs, and academic components of adult degree programs. These four components form the outline of this report.

The higher and adult education literature and descriptive literature about the programs are integrated with the presentation of the survey information. This approach is intended to familiarize the reader with the unique characteristics of baccalaureate programs for adults, as well as to identify the salient issues, problems, and strengths of various kinds of adult programs.

The number of adults who are seeking baccalaureate degrees is impressive, but more importantly, adults come armed with learning needs and orientations that clearly set them apart from the familiar college student population. This section presents a profile of the adult student population from two perspectives. The institutional perspective defines adults according to categories determined from research studies of adults. The adult student perspective offers insights into adults' self-awareness and the factors that influence adult choices and decisions regarding their pursuit of higher education.

National Adult Population

Projections about the number of adults enrolled in degree programs range from an estimated 2.5-million full-time adult students between the ages of twenty and thirty-four (Johnstone and Rivera 1965, p. 35) to nearly 12 million based on a national sample of potential adult learners (Cross 1974, p. 40). Even the most conservative estimates predict that several million adults are likely to be involved in degree pursuits at any given time. Population experts project an increase in the median age in the United States from 28.0 in 1970 to 32.7 by the year 2000 (Knowles 1977, p. 284). Indications are that American society is shifting from a youth-oriented to an adult-oriented culture, which may affect the ever growing number of adults engaging in higher education opportunities.

Demographic profiles of the adult student population have been drawn from nationally-based studies by Johnstone and Rivera (1965) and the Commission on Non-Traditional Study (1974). According to these findings, the majority of potential adult students are middle-class Caucasians, married, and between the ages of twenty-five and thirty-four. The adult student population generally has had some prior college experience and usually has been employed for a number of years.

Institutional Definitions of Adults

Colleges with baccalaureate programs for adults use varying definitions of adults to define the clientele they serve, although most definitions are compatible with the demographic characteristics of adult students. Age seems to be the single most prevalent factor used to define adults, but many programs include age as one of a combina-

tion of qualities. Following are examples of programs that specify the minimum age of their clientele.* The youngest age used by the programs surveyed is "under twenty" at Kansas State University, Flaming Rainbow University in Talequah, Oklahoma, and Louisiana State University. The years 20 to 22 are used by several institutions to define the minimum age of their adult clientele (New College of the University of Alabama, Eastern Illinois University, Bellarmine College, Boston College, Bemidji State University, and the University of Oklahoma); other colleges define adults as people who are at least 23 to 25 (LaVerne College, Trinity College, Simpson College and Drew University). Age 23 to 25 seems to be used predominately by private institutions with enrollments under 5,000, while the other age groups are used by all types and sizes of institutions.

In several programs the definition of adult is determined by a specific age plus the number of college credits completed or the number of years of work experience. The number of credits ranges from "some" (required by the University Without Walls programs at Loretto Heights College and University of Massachusetts) to thirty or more credits (required by Pepperdine University, the Iowa Regents Baccalaureate Program, Linfield College and Florida International University).

Some programs define adults as people who have worked for a specific number of years. Barry College uses five years' work experience, while Elizabethtown College uses two years. Mundelein's Weekend College and the adult degree program at Johns Hopkins University describe their adult clientele as persons whose primary role is other than full-time student.

To describe adults some programs use qualities such as maturity, ability to set goals, self-direction, motivation, and intellectual curiosity. Since those qualities are difficult to measure, they generally are manifest through adults' responsibilities in job settings, college coursework, or volunteer experience. A few programs, such as the University of Minnesota's University Without Walls, consider intellectual maturity the only definition of adulthood and require demonstration of it in the application process.

Adults' Self-Perception

Adults' view of themselves as learners and their learning needs determine how they approach formal education and what they expect

*See Appendix for a descriptive list of adult degree programs that responded to the survey. Examples throughout this monograph are taken from data received from degree program respondents.

to gain from it. Potential adult students view themselves as self-directing individuals, capable of making decisions about their education and accepting the consequences of their actions. They are able to engage in self-diagnosis of their educational needs based on their perceived match of past experience and future goals. They prefer action-oriented learning techniques to achieve that match (Knowles 1969; Meyer 1975).

Given their self-directed mode, adults value direct involvement in planning their learning experiences. Adult readiness to learn is organized around coping with immediate, real-world problems and they seek immediate appplication of learning whenever possible (Tough 1971, 1978).

Adults' Decision To Attend College

Investigations into why adults wish to pursue a degree add an important perspective to the description of the adult student population. Most adults are preoccupied with performing the roles of family member, worker, and citizen. It is thus difficult and usually not desirable for them to assume the role of full-time student. The two barriers of finances and time are the reasons most frequently given by adults for not pursuing higher education (Johnstone and Rivera 1965; Tough 1971, 1978; Carp 1974).

When faced with the decision and opportunity to continue their education, adults are prompted to pursue a degree with immediate pay-offs in sight. Many adults view obtaining the degree as a direct prelude to economic gain, made possible through entry into or mobility within a desired employment field. Other adults are motivated by the opportunity to achieve personal satisfaction through the pursuit of knowledge and skills directly applicable to key aspects of their lives. Others seek to alleviate social and family pressures by gaining the social status of college graduate (Houle 1973; Knowles 1978; Kidd 1978; Knox 1977).

The many social roles adults adopt and the resulting developmental tasks they experience influence the way in which adults approach their education. Adult development theory suggests that adults move through developmental stages in relation to life transitions they encounter. (Knox 1977; Cross 1978). Adults engaged in significant life changes tend to approach education as an instrument to preparing them for the consequences of such changes and to anticipate future gains. Those adults who seek learning that has immediate utility tend to approach education as an expression of their present interests and needs. Most adults view education both as an instrument for change

and as an expression of current interests, although one approach is likely to dominate, depending on whether the individual is in a period of transition or relative stability (Havighurst 1970). Education provides a structure in which adults can organize and manage the development of goal setting, values clarification, and content selection specific to their needs as adult students.

The needs of adult students are being met in a variety of ways by several types of degree programs at colleges and universities. Some of those educational alternatives seem very compatible with adult perceptions of their student status. Other adult degree programs have begun as an outgrowth of the increasing emphasis on adults as the new postsecondary student population; but many seem to have given minimal consideration to the many roles assumed by adults as well as their status as students. The next section discusses access to adult degree programs and suggests some considerations being given to adults who want to complete the baccalaureate degree.

Expert commissions consistently recommend that mature citizens be given more consideration in postsecondary education. For example, the Carnegie Commission on Higher Education, acknowledging higher education's long-standing bias against older students, recommends increased accessibility to higher education for those to whom it is now unavailable due to work schedule, geographic location, or home responsibilities (1971, p. 20). The Commission on Non-Traditional Study advocates a program that:

> . . . puts the student first and the institution second; concentrates more on the former's needs than the latter's convenience, encourages diversity of individual opportunity rather than uniform prescription, and de-emphasizes time, space and even course requirements in favor of competence and, where applicable, performance (1973, p. xv).

Many educational leaders are careful to point out the distinction between universal higher education and full opportunity for access to higher education (Boyer and Kaplan 1977; Grant and Riesman 1978; Carnegie Commission on Higher Education 1970; Cross 1972). The goal is not that everyone should necessarily attend college, but rather that a chance to engage in postsecondary educational opportunities be provided for all who wish to attend, are capable of attending, and can benefit from attendance (Christ-Janer 1972, p. 161). This section first describes some of the barriers that impede adult access to higher education. It then presents some of the accommodations that institutions are making to permit adults to enroll in degree programs.

Barriers

Those several million adults seeking access to degree programs face one or more of the following barriers imposed by the traditional education system. One barrier, the notion that learning requires physical presence in the classroom, restricts access for individuals with physical handicaps, those who reside in geographically remote areas, and those who are temporarily or permanently confined, for example prison inmates and mothers of small children.

The organization of degrees around the accumulation of credit-hours hinders adults whose mobility means they never reside in one place long enough to collect sufficient credits at one degree-granting institution. It is inevitable that some credits acquired by adult learn-

ers will not be accepted when they transfer from one college or university to another, since courses of the same title taught by different institutions are not always equivalent (Loring 1978, p. 3).

The idea that education is the learner's major activity and that it customarily takes place between 9 a.m. and 5 p.m. on work days creates scheduling problems for vast numbers of potential part-time learners. Those who are employed full-time during the day depend on evenings and weekends to take care of their family and household responsibilities. Even so, the evening and weekend hours are generally more flexible than daytime schedules for working adults.

Advising and counseling services designed for 18-to-22-year-old students are often unresponsive to the educational needs or problems of adults (Ruyle and Geiselman 1974, p. 57-59; Even 1979; Ironside and Jacobs 1977; Farmer 1971; Kerr 1972, 11).

Of the billions of dollars expended in federally supported postsecondary education programs, only a small portion is available to adults as financial aid (Glass 1974; Mayhew 1977; Turner 1978). The expectation that adult students should pay their own way is often unrealistic for adults who are in mid and lower income brackets that do not easily accommodate educational investment. Whatever financial resources are available for education are probably used for their children's education rather than their own.

Delivery of services to persistent and continuous adult learners is left largely to colleges and universities. Since there is local institutional responsibility for the provision of education for adults, the decision to provide financial support for students rests with state governments or separate institutional budgets (Loring 1978, p. 8; Harrington 1977). The result is often an uneven and unfair cost pattern for adults.

Accommodations for Adults

During the past decade, colleges and universities throughout the country have been developing attractive alternatives to respond to the needs of adult students. The model employed by most institutions is a flexible instructional system that is more convenient to the student than the customary daytime, campus-based classroom (Houle 1978, p. 179; Gould and Cross 1972). The development of new delivery systems is guided by academic institutions' changing perceptions of and attitudes toward adult students. Many educators now contend that adult students, with the help of new educational technologies and support systems, can prepare themselves academically at their

own pace in a variety of off-campus as well as on-campus settings (Meyer 1975; and Linquist 1975). Many now believe it is possible for adults to demonstrate their academic competence through assessing certain life experiences that are the equivalent of college (Chickering 1977; Keeton 1976). Successful completion of college-prepared examinations often fulfilled traditional residency and class-attendance requirements (Bailey 1972, p. 173).

While delivery systems for adults take many different forms, one or more of the following characteristics are likely to be incorporated in degree programs designed for adults. These characteristics relate to issues of scheduling and admissions and residency requirements.

Scheduling

Flexible Schedules—Many institutions are making their instructional schedules more flexible to accommodate the busy schedules of adults. Modular scheduling that includes evening offerings is quite common, and, increasingly, short, intensive programs are being made available through weekend colleges, seminars, institutes, and clinics.

Opportunities exist at institutions throughout the country for day, evening, and weekend study, either independently or in various time combinations. Nearly one-third of the programs examined operate on a combined day/evening schedule (examples at Barry College, Northeastern Illinois University, Upper Iowa University, Queens College in North Carolina).

Another third of the programs are run on a combined day/evening/weekend schedule (examples at the University of the Pacific, Illinois Board of Governors Program, Empire State College, and Marylhurst Education Center). There are a few programs that operate exclusively on weekdays (examples at Hofstra University, Drew University); in the evenings (examples at Florida International University, Furman University and Hispanic International University; or on weekends (examples at Mundelein College's Weekend College and Eckerd College).

The remaining programs operate on a day/evening schedule (examples at New College at the University of Alabama and Simpson College, or an evening/weekend schedule (examples at Pepperdine University, University of Evansville's Bachelor of Liberal Studies Program, and Alabama State University). Three programs were described as being strictly self-paced, with no specified time schedule of operation (Kansas State University's Non-Traditional Study Program, the University of Oklahoma's College of Liberal Studies, and the Uni-

versity of South Florida's Bachelor of Independent Studies External Degree Program).

Instructional Setting—Revised concepts of the traditional higher education setting have led to some ingenious attempts to create an environment more compatible with and supportive of the subjects learned. Some examples have included conference centers, field work that takes students into the community, and home-based independent study courses. For the sake of convenience, office buildings, factories, military installations, and railroad commuter cars are also used as educational settings (Loring 1978, p. 2). Many degree programs go to some lengths to establish avenues of collegiality through residential courses; they may, in fact, occasionally provide more truly collegiate association than do many on-campus programs (Houle 1978, p. 161).

Part-Time Study—Institutions are beginning to make provision for adults to earn a degree on a part-time basis. The literature indicates that three out of four colleges and universities permit students to earn their degree by part-time attendance. Less than 10 percent require students to complete their degrees only by full-time attendance (Ruyle and Geiselman 1974, p. 57). The survey indicates that over 90 percent of the programs permit students to earn degrees on a full-time or part-time basis. University Without Walls programs such as those at the University of Minnesota, University of Massachusetts, and Chicago State University require students to register as full-time students, but may not require students to demonstrate full-time study equivalents each semester. Students may stop out for a term while continuing to study on their own.

Admissions Requirements

Special admission and retention policies are often established for adults. Some programs provide access through open admissions and others employ special criteria for disadvantaged and minority adults. Many programs have formalized in-and-out arrangements to accommodate adults who must "stop out" on occasion (Loring 1978, p. 2).

Although the literature describes special admissions, the survey found that the requirements for admission to adult degree programs are not substantially different from requirements to other baccalaureate degree programs. Adult degree programs that are part of a larger institution must be certain that their admissions standards are compatible with standards of the host institution. Two-thirds of the programs surveyed require a high school diploma or a general edu-

cation diploma as one of their admission criteria. About one-fourth of the programs consider grade-point average; for example, Central Connecticut State University and Upper Iowa University require a 2.0 grade-point average for admission to their adult degree programs. Other colleges, such as North Carolina State University and Clark University, do not specify a grade-point average but do consider past grades in the admission process.

A few programs require the American College Testing (ACT) exam or the Scholastic Aptitude Test (SAT) for admission. Others give diagnostic tests in English (Queens College in New York) or English and mathematics (New York Institute of Technology) as part of their admission procedure. Some programs require interviews with program staff (Johnston College), the program director (Kean College), or the dean of the college (Louisiana State University) prior to admission. Letters of reference are required by some colleges (e.g., Barry College, Stephens College, Fort Wright College) as one component of the application process.

Many colleges try to assess the adult applicant's ability to do college work by requiring essays on a specified topic (Trinity College, Mundelein College's Weekend College), an autobiographical statement (Johnston College, Brown University), or a portfolio of past learning (LaVerne University). Others expect students to complete a program-planning course (Moorhead State University, Minnesota Metropolitan State University) or a proposal for one learning project (University of Minnesota's University Without Walls).

Programs that define adults as those whose primary role is other than student may include in their admission requirements a barrier to pursuing the degree program through more traditional routes. Kansas State University, Moorhead State University, and some of the University Without Walls programs are set up to accommodate persons who are employed full-time and ask applicants why their degree could not be pursued in another way.

Each adult degree program tries to tailor its admissions requirements to the expectations and demands of the program itself. Programs that are highly individualized or student-initiated consider evidence of self-direction and goal-setting as major admission requirements. Credit-based programs that have prescribed courses for students to complete may place their admission emphasis on past grade-point average. Most programs use a combination of factors, in part based on their definition of adult, to determine admission requirements.

Residency Requirements

The requirement to spend a certain portion of time on campus often prohibits adults from pursuing degree programs; so institutions are adding time flexibility to alter this long-standing tradition.

About one-third of the adult degree programs reported in this study have no residency requirement. The residency requirements in the remaining programs generally are of four types. First, several programs require students to complete a specific number of credits from the host institution. This varies from twelve credits at Fort Wright College to thirty credits at Loretto Heights College. Northern Illinois University, Louisiana State University, the College of New Rochelle, and Our Lady of Angels College. Second, a few programs require a specific number of the *last* credits to be completed at the host institution (examples at the University of the Pacific, Grand Valley State College, Johns Hopkins University, and North Carolina State University). These two kinds of residency requirements can often be fulfilled through extension or independent-study options or other projects that are supervised by the college faculty.

A third type of residency requirement involves a specific number of courses or semesters from the host institution, such as the twelve courses required by the Resumed Undergraduate Education Program at Brown University or the requirement of two consecutive trimesters in the University Without Walls program at Northeastern Illinois University.

The fourth kind of residency requirement necessitates a periodic stay on campus. This is done through an on-campus program-planning course in St. Mary of the Woods' Women's External Degree Program, through the External Studies Program at the University of Evansville, and in the entrance seminar required of students in the University Without Walls and Extended Degree Programs at the University of Wisconsin-Green Bay. A few programs require students to be on campus at specific intervals: Hofstra University's Saturday seminars and Oklahoma City University's bi-monthly colloquia are examples of an interval residency requirement.

An on-campus residency requirement may limit the adult student clientele to those who live within reasonable distance of the college campus. It would seem that adults in the Midwest and East have greater access to baccalaureate programs than do adults in other areas of the country, since about two-thirds of the programs included in this survey are in those locations. A few programs, such as the University of Minnesota's University Without Walls program, are able to serve

students at a distance and have no on-campus requirements. While there are disadvantages to relying exclusively on telephone and correspondence communication, access to degree programs is made possible for many adults who otherwise would not be served.

The adaptation strategies undertaken by many colleges and universities show that it is possible to harness creativity and imagination to cope with an adult student constituency. The next section deals with the institutional contexts for adult degree programs.

Institutional Contexts of Adult Degree Programs

Certain features of adult degree programs are shaped by the external and institutional contexts in which they operate. This section first discusses the growth of adult degree programs, their availability in various types of institutions across the nation, and their involvement in interinstitutional arrangements. The status of adult degree programs in relation to their host institutions is examined with regard to program name distinctions, enrollment size, funding base, and tuition costs. This section concludes by raising issues concerning the ability of established institutions of higher education to achieve and sustain successful adaptations for adult students.

Growth

Speculations were made in the literature that fewer degree programs for adults would be established as colleges and universities attempted to accommodate the needs of adult students in the existing system (Hall 1974; Harrington 1977). The survey demonstrates, however, that the number of degree programs serving adults shows consistent growth during the last two decades.

In an Association of University Evening Colleges (AUEC) study conducted in 1971, 104 institutions reported offering special programs for adults (Houle 1973, p. 90); in 1972, the Commission on Non-Traditional Study identified 851 nontraditional programs, of which 112 awarded baccalaureate degrees (Cross 1974); the present survey of 875 higher education institutions shows that at least 187 baccalaureate degree programs for adults are in existence in 1979.

State and Institutional Representation

The adult degree programs established during the 1950s and 1960s were largely located on the Eastern seaboard. The first adult degree program was started at Brooklyn College in 1954. From 1959 to 1970, programs began at a number of institutions including Syracuse University, The University of Oklahoma, Queens College, Goddard College, Johns Hopkins University, New York University, Boston University, the University of South Florida, Roosevelt University, Brigham Young University, and the State University of New York at Brockport (Troutt 1971).

The current decade witnesses growing numbers of adult degree pro-

grams in the Midwestern and Western regions of the country. The available literature on nontraditional programs, of which adult degree programs are a part, indicates that most activity is taking place in small private institutions (Mayhew 1977, p. 315). The nationwide survey finds that nearly two-thirds of the adult baccalaureate programs have such affiliations.

The present survey includes responses from baccalaureate programs for adults in forty states. Nearly one-third of the programs are located in institutions in the Midwestern states, and about half of these programs are private colleges in themselves, or part of a privately controlled college or university. Illinois has at least eleven degree programs for adults, the largest number in any Midwestern state.*

The East and Northeast host another one-third of the adult degree programs, most of which are affiliated with private colleges and universities. The leader, New York State, has at least thirteen baccalaureate programs (20 percent of the total) for adults, eight of which are within public institutions. The Southern and Southeastern states provide at least nineteen adult programs (14 percent).

Interinstitutional Relationships

The Carnegie Commission (1974) recommends that colleges and universities continue to seek ways of sharing facilities, courses, and specialized programs through cooperative arrangements and that existing consortia make continuous efforts to increase the effectiveness of their cooperative programs. Institutions, especially small colleges, that are not now members of consortia should carefully consider forming consortia with neighboring institutions (Hall 1971, pp. 98-94; Mayhew 1977; Harrington 1977).

Many institutions with adult baccalaureate programs have formed consortia or other affiliations. The purposes for these multiinstitutional relationships are varied. Some consortia exist primarily to enable students to take courses at several institutions. Others encourage faculty and administrators who are working in adult or nontraditional programs to exchange information with colleagues engaged in similar educational endeavors. Some adult degree programs belong to area, state, or city consortia, such as the Miami Educational Consortium, Chicago Roundtable on Open Learning, the Indiana University eight-campus consortium, or the Consortium of East Jersey. Two national consortia, with which the largest number of programs are affiliated, are the Union for Experimenting Colleges and Universities (UECU),

* See Appendix

with fourteen programs, and the Council for the Advancement of Experiential Learning (CAEL), with twelve programs.

Institutional Status

Name Distinctions—Many programs for adults have adopted names that in some way distinguish them from other programs at the institution where they reside. The name distinctions are of three types and connote the programs' general orientations.*

An emphasis on an external delivery approach is implied in the External Degree Programs at New College, Alabama; California State University at Bakersfield; Florida International University; Framingham State College; and the New York State Regents External Degree Program.

The general nature of the curriculum is represented in the Bachelor of General Studies degree at Northern Illinois University, Drake University, Providence College, Furman University, Chaminade University, and Weber State College; in the Bachelor of Liberal Studies at the University of Evansville and the Iowa Regents Programs; and in the Bachelor of College Studies at Dickinson State College.

A third category of program names reflects a nontraditional orientation such as the University Without Walls, a national network of nontraditional programs. Others are the Weekend College at Mundelein College and Alverno College, the School for New Learning at DePaul University, the School of New Resources of the College of New Rochelle, and the Institute for Lifelong Learning at Nebraska Wesleyan University.

Enrollment—Enrollment in adult degree programs tends to reflect the size of their host institutions.* Exactly half of the adult programs in the survey are part of institutions with enrollments under 5,000. Most adult baccalaureate programs were found to enroll between 100 and 500 students. These include programs at various types and sizes of colleges and universities, such as the University of South Florida, DePaul University, Capitol University, Grand Valley State College, Ursuline College, Winona State University, and Flaming Rainbow University.

Twenty percent of the private colleges have enrollments under 1,000. The programs that enroll fewer than 100 students are most often found in private colleges, such as Trinity College, Barry College, the College of St. Francis, Bard College, and Dyke College.

Several programs at large universities enroll between 1,000 to 3,000

* See Appendix

* See Appendix

students, such as those at Roosevelt University, Central Connecticut State University, Indiana University, Fordham University, and St. Louis University.

Funding Base—The literature predicts that adult degree programs would derive their support, in large measure, from their paying clientele (Knowles 1977). A tuition-income model would be used to offset adult programs' low funding priority within their host institutions (Mayhew 1977). The survey data indicate that this holds true for a substantial number of the existing adult degree programs.

About half the programs in the survey earn at least 90 percent of their funding through tuition income. Most of these programs are at private institutions and include Johnston College, Loretto Heights College, Providence College, Upper Iowa University, Stephens College, Furman University, and Boston University.

Programs that receive 100 percent funding from the host institution usually are part of public institutions, such as Northeastern Illinois University, Michigan State University, Bemidji State University, the University of Nebraska, and Queens College in New York. Many programs receive some support from "soft" money that includes gifts, foundation grants, or funding for special projects. Tuition is the stable funding base for most programs, however, with supplemental income provided by the institution.

Tuition Costs—The cost to adults enrolled in baccalaureate programs is varied across public and private institutions, with private institutions being more costly. Tuition in about one-third of the programs is charged on a per-credit basis that ranges from $10.65 at Moorhead State University to $142.00 at Drew University.

Nearly one fourth of the programs charge tuition on a quarter, semester, or yearly basis. These costs range from $85.00 per quarter in the California State Universities, to $1,200 per semester at Goddard College, to $4,650 per year at Brown University.

Tuition in other programs is based on a per course fee or specific fees for the various activities required of students to complete their degrees. These include fees for prior learning assessment, for developing contracts with faculty, for periodic registration, for seminars, or for competency evaluations.

The issue of the adequacy of financial aid for the many adults who are unable to pay the full cost of tuition from their own resources is raised in the literature (Harrington 1977; Loring 1978; Turner 1978). Adult students frequently must rely on external funding sources, such as the G.I. bill, federal or state loan and grant programs, and em-

ployee tuition plans. It also warns that the survival of tuition-based programs could be in jeopardy if the sources of financial aid terminate (Mayhew 1977). Given the heavy reliance of many adult degree programs on tuition as their principal source of income, adequate financial aid for adult students would appear critical to the long-range survival of these programs.

Institutional Adaptation

History suggests that the survival of adult degree programs requires that they be attached to some host institution (Knowles 1977, p. 259). Issues concerning institutional adaptability are especially significant for adult degree programs operating within established institutions. While colleges and universities are increasingly responsive to the demands of adult students, certain institutional characteristics hinder progress toward this end.

Academic institutions are basically conservative in educational purpose and in support structures for innovative programs. Their support and governance stems from those groups in society that are naturally concerned with the preservation of the present system. Most higher education institutions do not establish their reputations on the basis of innovation, so that being a latecomer to institutional innovation does not undermine their operation. Since even the most traditional institutions continue to operate on a business-as-usual basis during peak periods of radical reform, many such institutions are habitually cautious in their approach to innovation (Hefferlin 1969, pp. 11-16); thus, many adult degree programs are established on an experimental or trial basis. While such arrangements force adult degree programs to operate under serious constraints, established institutions are able to offer new options for adult degree-seekers without immediate threat to the present system (Houle 1973).

The extent to which institutions will embrace such adaptations remains open to question. We are cautioned that the manner in which programs for adults have ". . . sprung up like a weed in the university rather than being planted there purposefully as part of the garden" may result in a lack of long-term nurture by the host institution (Jensen 1978, pp. 8-12). Still, for adult degree programs operating within conservative institutions, which means the majority of postsecondary instituutions, permission is granted to test the innovations without having to meet the demand for immediate effectiveness and uncritical acceptance. The following section examines broad-ranging innovations in degree programming for adults and the forms in which they have been implemented in host institutions.

Academic Components of Adult Degree Programs

Within the academic framework of degree programs are the areas of curriculum, instruction, and evaluation. These comprehensive areas include goals of the curriculum, curricular design, faculty instructional roles, types of learning, and evaluation of learning. This section examines these specific areas as they appear in the literature and are implemented in adult degree programs.

Goals of the Curriculum

It has been stated that a goal of a curriculum is to achieve a balance among liberal education, individual learning interests, and skills in learning how to learn (Gross 1977; Hesburgh 1973). The manner in which these goals are addressed can be seen in the liberal education orientation of adult degree programs and the types of degrees they award.

Liberal Education Orientations—Most educators believe both liberal education and professional or specialized education are essential to the education of adults. The Carnegie Commission on Higher Education places emphasis on "broad learning experiences" that will help students confront large bodies of knowledge and large issues (1972, p. 45). Advocates of lifelong learning assert that the development of skills in setting goals and objectives, planning learning experiences, identifying resources, and evaluating learning outcomes enhance the liberating influences of learning (Knowles 1970; Rogers 1969; Tough 1971). Thus, they contend that lifelong learning must become a central feature of a liberal arts curriculum. (Boyer and Kaplan 1977; Carnegie Foundation for the Advancement of Teaching 1979; Hiemstra 1976).

A strong liberal education thrust is evident in nearly all the adult programs surveyed, with the exception of a few professional programs. The liberal education components include communications or composition, humanities, fine arts, social sciences, and natural sciences. Single professional programs are offered by fewer than 20 percent of the units surveyed.

The liberal education component of credit-based programs varies from one-fourth to one-half of the curriculum. For example, the University Without Walls program at Loretto Heights College requires 48 liberal education credits in its 128-credit graduation requirement;

Table 1. Examples of Competency Based Adult Degree Programs

Institutions:	DePaul University	Grand Valley State Colleges	Northeastern Illinois U	Oklahoma City U
Baccalaureate Degree Program:	School for New Learning	College IV	University Without Walls	Competency-Based Degree
Competencies:	1. Communications & Interpersonal Relations	1. Communication	1. Effective Communication	1. Communication Skills
	2. World of Work	2. Social Interaction	2. Breadth in: —Natural Science & Mathematics —Behavior & Social Science —Humanities	2. Experimental Conformation
	3. The Human Community	3. Problem-solving	3. Depth in Area of Concentration	3. Aesthetics & the Arts
	4. Quality of Life	4. Value Clarification		4. Comparative Cultures of the U.S., Western and non-Western
	5. Lifelong Learning	5. Application of Basic Concepts		5. Health & Ecology
				6. Business & Legal Aspects of Society

the College of General Studies at Louisiana State University requires 89 of its 128 credits to be in liberal education areas; and the Syracuse University Independent Study Program's 120 credits required for graduation include 72 credits in liberal education.

Some programs describe their learning outcomes as competencies, which in several cases include demonstration of knowledge in areas beyond those of the usual liberal arts requirements. For example, The Bachelor of Applied Studies Program at Our Lady of the Lake University requires six General Education competencies: (1) effective communication skills; (2) man's human and physical environment; (3) personal and social growth and interpersonal relationships; (4) religious and ethical dimensions of man; (5) interrelations of art, aesthetic theory, culture, and creativity; and (6) the ability to discover and express relationships among their own ideas, values, and experiences, and those of others. Although described as competencies, in most adult programs surveyed these requirements are measured in credits earned.

A few of the programs surveyed are described as strictly competency-based: they require demonstration of knowledge in liberal education content areas and specific competencies necessary for functioning well in adult society. Table 1 shows the competencies required by four adult baccalaureate programs and demonstrates the breadth and variety of knowledge and skills among the programs. For example, the Northeastern Illinois University program combines breadth and depth of knowledge, while the DePaul University, Grand Valley State College, and Oklahoma City University programs are broadly based in both knowledge and skill competencies.

The University Without Walls program at the University of Minnesota is the only program in the survey that assesses knowledge solely from the perspective of criterion-referenced requirements. The seven graduation criteria include knowledge in major study area and liberal education components (academic achievement, major project, scientific inquiry, and artistic expression), and skills in the education process (self-directly study skills, communication skills, variety of learning activities).

Professionally related concentrations are predominantly in business or public service areas, such as the adult degree programs in Business at the University of Northern Colorado, Coe College, and Northwood Institute. Bellarmine College's adult degree program specializes in Commerce and Nursing, and Mayville State College has an adult baccalaureate program designed for elementary school teachers.

Table 2. Degrees Offered in Adult Baccalaureate Programs

Degree	Number and Percentage of Institutions*		Examples of Institutions
Liberal Arts Degrees	**Number**	**Percent**	
Bachelor of Arts and Bachelor of Science	44	32	Antioch College Eckerd College Moorhead State University Trinity College UWW New Orleans Western International University
Bachelor of Arts	30	22	Augustana College Coe College Mary Baldwin College Michigan State University Mundelein College Weekend College
Bachelor of Science	14	10	California State University Cameron University Eastern Illinois University Florida State University New Hampshire College
Bachelor of General Studies	10	7	Drake University Roosevelt University University of Nebraska
Bachelor of Applied Studies	4	2	Bard College Our Lady of the Lake University
Bachelor of Liberal Studies	4	2	Linfield College University of Oklahoma
Bachelor of Fine Arts	2	1	Central Connecticut State College
Bachelor of Music	2	1	Marylhurst Education Center
Bachelor of Elected Studies	1	0.7	Aquinas College
Bachelor of Individualized Studies	1	0.7	Central Michigan State University
Professional Degrees			
Bachelor of Professional Studies	5	3	Barry College Bard College Empire State College
Bachelor of Business Administration	4	2	California State University University of Northern Colorado
Bachelor of Administration	1	0.7	Northland Open University
Bachelor of Management	1	0.7	Northland Open University
Bachelor of Technology	1	0.7	New York Institute of Technology
Bachelor of Urban Affairs	1	0.7	St. Louis University

*Totals are less than the total number of institutions that responded to the survey; some institutions did not send descriptive materials or omitted portions of the questionnaire.

Degrees Offered

The majority of degrees offered by the adult degree programs reflect a liberal education slant. The survey revealed a total of fifteen different degrees awarded, among which the Bachelor of Arts and Bachelor of Science degrees are the primary offerings.*

Table 2 illustrates the range of degrees offered and provides examples of institutions providing these degrees. Both the Bachelor of Arts and Bachelor of Science degrees can be earned in one-third of the adult degree programs; the Bachelor of Arts degree is offered in about one-fourth of the programs. Degrees awarded by several other programs include the Bachelor of General Studies, Bachelor of Liberal Studies, and Bachelor of Applied Studies. Degrees offered at a single institution include the Bachelor of Elected Studies and Bachelor of Individualized Studies. About 10 percent of the adult degree programs offer professionally related degrees, such as a Bachelor of Fine Arts, Bachelor of Music, Bachelor of Urban Affairs, Bachelor of Professional Studies, Bachelor of Business Administration, Bachelor of Management, and Bachelor of Technology.

The general orientation of the curriculum and the type of degree offered indicate that most adult degree programs provide a liberal education context in which adult students can pursue specialized or professional competencies. The lifelong learning theme espoused in the literature is not explicitly represented by the degree offered or by the curricula in any of the institutions surveyed.

Curricular Designs

The Carnegie Commission on Higher Education has recommended that the curriculum should relate directly to actual personal interests of students as well as to current social problems (1972, p. 47). Adults, it has been noted, are particularly interested in learning that has personal utility (Cross 1974, p. 2). The literature further asserts that adult students should be involved in shaping their own curriculum (Houle 1973; Knowles 1977). Two key issues of curricular design concern the nature of individualized curriculum and the role of faculty and students as designers of the curriculum.

Types of Individualized Curricula.—Most advocates of individualized curricula agree that a general framework should be provided within which the adult student may determine which learning activities to pursue (Cross 1975; Harrington 1977; Mayhew and Ford 1978). Many adult degree programs are described as individualized, but the

* See Appendix

interpretation of "individualized" varies among programs. Some programs have described options from which students select those most in keeping with their needs and interests. The competency-based programs at Grand Valley State College and Our Lady of the Lake University provide a range of alternatives from which students select to meet the required competencies. Other individualized programs help students work out their goals and needs at entrance and allow them to shape their programs accordingly. Students in the Goddard College Adult Degree Program work within a student group setting and individually with faculty to develop their program of study. Student planned programs based on the degree contract model are found at Johnston College, Oklahoma City University, Hofstra's University Without Walls program, and Empire State College.

The degree of curricular individualization that is possible is somewhat dependent on the available learning options. Programs in the survey were asked to indicate which of the following learning options are provided to students in their adult baccalaureate programs: coursework, seminars and workshops, interships, documented experiential learning, documented prior learning, and self-designed study projects. About half of the programs permit students to use all six options. Many combinations of options are provided by the remaining adult programs, with four combinations being most prevalent.

The first combination is that of coursework, seminars/workshops, documentation of experiential learning, and documentation of prior learning. This is available in the College of Professional and Continuing Education at Clark University and in Metropolitan College at St. Louis University, among other programs.

The second combination involves a focus on coursework, seminars, and internships. Programs employing this scheme are the New Dimensions Program at Queens' College in North Carolina and the College of General Studies Program at Louisiana State University.

The third combination, which includes coursework, seminars, internships, and self-designed study projects, is available in a few adult programs, such as the Iowa Regents' Bachelor of Liberal Studies Program and the Bachelor of General Studies Program at LaMar University.

Finally, a few programs are exclusively course-based; among them are the Accelerated Educational Studies Program at Dyke College and the Continuing Education Program at Lynchburg College.

About one-third of the adult degree programs in the survey provide group learning opportunities for their students. These include pre-

admissions group advising at New College at the University Alabama and an entrance seminar offered to students in the University of Wisconsin-Green Bay's University Without Walls and Extended Degree Programs. Other programs have group learning seminars with a specific focus. Some of these are the senior seminar in California State University's External Degree Program, the Adult Learning Seminar in LaVerne College's Accelerated Program for Adults, study area seminars in Brigham Young's Degree by Independent Study Program, and the Strategies for Learning Seminar in the Weekend College at Mundelein College.

Curricular Designers—Faculty traditionally have assumed sole responsibility for designing curricula for the adult programs, but the literature argues persuasively that adult students should be involved in shaping their own curriculum (Lindquist 1975; Rogers 1969). It is agreed that students need not determine the nature of their learning experiences before learning can occur (Cross 1975). Proponents of student-designed curricula conclude, however, that more meaningful and effective learning occurs when the individual has control over and is able to personalize his or her learning. Synthesizing the works of learning theorists such as Bruner, Dewey, Piaget and Rogers, Knowles (1970) states: "The central dynamic of the learning process is thus perceived to be the experience of the learner, experience being defined as the interaction between an individual and his environment. The quality and amount of learning is therefore clearly influenced by the quality and amount of interaction between the learner and his environment and by the educative potency of the environment . . . the import implication of the fact that learning is an internal process is that those methods and techniques which involve the individual most deeply in self-directed inquiry will produce the greatest learning" (p. 51).

Support in the literature for students' involvement ranges from predominantly student-designed models, to collaborative responsibilities between individual students and faculty, to college-endorsed core requirements with a student-designed area of concentration. These three models presented in the literature are represented equally in the adult degree programs included in the survey.

Faculty in about one-third of the programs surveyed are solely responsible for designing the curriculum. Faculty-designed curricula are provided at C. W. Post College, Pepperdine University, Trinity College, Eastern Illinois University and Bellarmine College.

Approximately one-third of the programs allow students to design

individualized programs of study. This practice is implemented at most of the University Without Walls programs, Empire State College, Minnesota Metropolitan State University, and in adult programs at Simpson College, Marylhurst Education Center, and Antioch College.

The remaining one-third of the degree programs grant students license in designing certain aspects of their curriculum, usually limited to electives or the area of concentration. In the adult degree programs at Kean College, Aquinas College, and Central Connecticut State College, the general education or distribution requirements are developed by the faculty, while the student assumes a major role in the design of the main study area.

Faculty Instructional Roles

The instruction of adults requires some redefinition of traditional faculty roles. In addition, instructional responsibilities are extended to community-based faculty and advising is increasingly assumed by professional staff. Many of the adult degree programs use these three types of faculty and assign them distinct responsibilities in the instructional process.

College Faculty—Faculty have been urged to adopt a particular set of attitudes and behaviors in carrying out their instructional functions with adult students. With the widespread adoption of individualized learning in its various forms, the student-teacher model gives way to an emphasis on the "student-mentor" relationship. According to Gould, this model ". . . has always been championed as coming closer to an ideal learning pattern than does any other" (1972, p. 184). The faculty mentor serves as a facilitator in helping learners determine their needs and discover what resources can be brought to bear on these needs. The mentoring role requires more interaction and more personal guidance than does the role of instructing, and works to establish the student as an active partner in the educational process (Cross 1976, p. 208; Hiemstra 1976, p. 11). This type of instructional process deals more readily and more intelligently with the two most controlling factors in a student's success: the student's ". . . capability for additional learning and the strength and direction of his or her motivation" (Gould 1972, p. 185).

The instructional responsibilities of faculty whose work with students in adult degree programs is part of their regular teaching duties are similar to their responsibilities in other collegiate programs. They instruct students about the contents of the academic discipline as teachers of courses, as independent study advisors, or as major study

area advisors. Adult degree programs that are part of large institutions may use their institutional faculty in this manner, as does the University Without Walls program at the University of Minnesota.

To help bridge the gap between teaching adults and younger undergraduates, faculty members sometimes have dual teaching appointments in "regular" college programs and in the adult degree program. Some faculty appointments at Kansas State University are divided between teaching in their university departmental program and advising students and teaching in the Bachelor of General Studies Nontraditional Study Program. Faculty in other programs, such as the University Without Walls program at Loretto Heights College, have joint appointments as college faculty and program staff. Their staff responsibilities include student advising, program development, and other duties shared by all program staff.

Community Faculty—Many adult degree programs extend instructional responsibilities to individuals outside the institution. Commonly referred to as community or adjunct faculty, these individuals share their expertise with students in the community setting, thereby adding a practical or "real-world" element to the learning process. Community or adjunct faculty are chiefly used as evaluators of learning the student has achieved through an experiential mode.

Academic Advisors—Increasingly, professional advising staff assume responsibilities for assisting adult students in those aspects of the learning process that involve planning and executing components of the degree program (Meyer 1975, p. 75-77; Troutt 1971, p. 14). Academic advisors are skilled in assisting adult students in the processes of self-directed learning and in identifying and ordering relationships between life problems and educational problems. Their special skills complement the role of the faculty and enhance the effectiveness of the instructional process (Bradley 1975; Even 1979; Bailey 1972; Troutt 1971; Heimstra 1976).

Advising staff who are not faculty members may assume major responsibilities for: (1) advising during preadmissions; (2) helping students plan their overall program, which includes assessing and documenting prior and experiential learning; (3) monitoring student progress throughout the program; and (4) readying students for graduation. Nontraditional adult programs, such as the University Without Walls or Campus Free College, tend to give program staff more instructional responsibilities than do traditional, course-based programs. Likewise, individualized degree programs, such as the External Degree Programs at Johnston College and the University of

South Florida, use staff to help students tailor their programs to individual backgrounds and educational goals.

Types of Learning

The diversity of adult learning experiences requires establishing criteria for the types of adult learning that are applicable to the academic context. Adults entering a degree program typically have had some prior academic work and almost always have participated in a range of experiential learning activities for which they want academic recognition. Experiential learning occurring outside the normal classroom either can be undertaken as part of the current educational goals or related to educational goals after the experience has taken place (Keeton 1976).

Institutional sponsorship is a major issue in "crediting" adult learning experiences. Sponsored learning represents learning that occurs under the auspices of the institution, while unsponsored learning refers to that which has been achieved outside an institution and without faculty supervision (Chickering 1977, p. 18).

Sponsored Learning—Most adult degree programs readily accept learning that has been sponsored by another accredited institution. Significant variations exist among degree programs concerning their acceptance of learning achieved through avenues such as work or volunteer experiences, independent readings and research, travel, seminars, workshops and training programs, and the like.

About one-third of the degree programs require students' learning options to be sponsored by the host institution. This means that documented prior learning must be assessed by institution faculty; that independent study projects are completed under the supervision of college faculty; or that the program has a mechanism for approving noninstitution persons to advise on a specific learning activity. Institution-sponsored learning is planned, approved, monitored, and evaluated by faculty members of the college or university. Some of the programs that use only institution-sponsored learning are the Dallas Bible College and the adult degree programs at Upper Iowa University, Bemidji State University, and Florida State University.

Nonsponsored Learning—The programs that permit students to use noninstitution-sponsored learning as part of their academic work are of varying types, sizes, and in many geographic areas. Some of these are the adult baccalaureate programs at Barry College, Kansas State University, Empire State College, C. W. Post University, Marylhurst Education Center, the University of Pittsburgh, Weber State College,

George Washington University, West Virginia State University, as well as many of the University Without Walls programs.

Evaluation of Learning

Matters involving curriculum and instruction, when focused on the types of learning adults bring to the academic arena, give rise to the complicated issue of evaluation of learning outcomes. Evaluation of learning is examined with regard to the symbols of achievement used by adult degree programs, specific forms of evaluation, types of evaluators involved, and the application of standards.

Symbols of Achievement—Traditional symbols of achievement, i.e., credits and grades, now are awarded more on the basis of accomplishment of specified criteria than on the amount of time spent (Warren 1974, pp. 117-120). This trend reflects the movement away from time-oriented degrees to competence or achievement degrees. Narrative evaluations increasingly are used that address the student's level of achievement in answering questions about specific problems (Levine and Weingart 1973, p. 113).

The trend to provide students with personalized instruction has caused a reaction against traditional letter grades, often fostering efforts to play down their importance by the use of pass/fail grading. Nearly 90 percent of the adult programs surveyed use credits as a measure of academic progress and about half use a combined letter or number grading system and pass/fail option. Most of these programs recognize a variety of learning activities such as courses, seminars, independent study projects, documented prior and experiential learning. Examples of programs that use a grade-pass/fail evaluation include the Evening College at the College of St. Francis, the External Studies Degree Program at Moorhead State University, the Adult Collegiate Education program at Queens College (New York), the Individualized Degree Program at Central Michigan State University, and the Evening Degree Program at Coe College. However, nearly 20 percent of the programs only use grades to represent students' levels of achievement.

Programs whose curricula provide for documentation of prior or experiential learning often use narrative evaluations for that portion of a student's program, in addition to the letter or number grade and pass/fail options. Programs that use a combination of letter or number grades, the pass/fail option, and narrative evaluations for specific portions of students' programs include the University Without Walls Programs at Chicago State University, the University of Massachusetts,

New Orleans, and Hispanic International University, as well as Michigan State University's Adult Evening Degree Program at Justin Morrill College, Bard College's Independent Studies Program, and Ursuline College's External Learning Program.

Some nontraditional adult baccalaureate programs use only narrative evaluations by faculty and student self-evaluations. These include the University Without Walls Program at Skidmore College, the Weekend College at Alverno College, the Adult Degree Program at Goddard College, Empire State College, and Campus Free College.

Forms of Evaluation—Given the individualized nature of adult learning, evaluation should be designed around the nature of the student's specific problem of investigation, using units of assessment appropriate to the learning task (Chickering 1978; Gould and Cross 1972; Hodgkinson 1975; Keeton 1976; Meyer 1975). Varied positions are taken about the form of evaluation most appropriate for learning experiences of adult students. Tentative agreement has been reached that standard examinations are insufficient both in the range of topics covered and in the techniques used for evaluation (Kimmel 1974, pp. 86-87).

Some adult degree programs rely on standard examinations such as CLEP and Credit by Examination to determine the validity of unsponsored learning activities (e.g., New College, University of Alabama). Others place a limit on the number of credits gained through documented prior learning (The University Without Walls Program at the University of the Pacific), or limit its use to transfer credit only (the Part-Time Matriculant Program at Central Connecticut State University).

Many educators support competency-based or criterion-referenced measurements that assess a student's competence with respect to a specified performance task. These measurements emphasize the clarity of instructional and learning goals and the student's achievement in meeting those goals. In this context, criteria for evaluation are more readily determined and provide the necessary basis for written evaluations. Sustained interaction between the faculty and student is a required feature of this form of evaluation; thus the process can be used as a formative teaching-learning tool as well as the final measure of achievement (Hodgkinson 1975; Levine and Weingart 1973).

A number of degree programs employ the use of portfolios or other forms of documentation to gauge the appropriateness of the learning activity in a degree program context. A few programs translate learning outcomes into competencies only for prior and experiential learn-

ing. The University of Evansville's External Studies Program and Simpson College's Program for Older Adults use that evaluation mechanism.

Types of Learning Evaluators—The type of evaluation system used in adult degree programs influences the selection of evaluators, whether they are to be college faculty or noncollege personnel. Three types of evaluators—college faculty, community faculty, and noncollege supervisors—are used in different ways by the adult degree programs in the survey.

Nearly half the programs use only college faculty as evaluators. These include the programs at Northern Illinois University, Indiana University, Cameron University, Syracuse University, and Central Washington University.

The noncollege personnel who evaluate students' work in adult degree programs are of two types. Community faculty are noncollege persons with expertise in a specific area of study and work with students as advisors and evaluators of specific projects. Community faculty are usually approved by program administrators to serve in that capacity and, in fact, may become temporary faculty of the college for the duration of their work with the student. The second type, noncollege supervisors, often are persons who supervise or advise students on projects or internships but are not approved as faculty. Supervisors may evaluate student work, but often the student's project will also be evaluated by a faculty member of the college.

About 20 percent of the programs use college and community faculty as evaluators. Many of those programs include documentation of prior and experiential learning in their curriculum, which can be more appropriately evaluated by community faculty. Some of the programs are those at DePaul University, St. Mary of the Woods College, Grand Valley State College, the University of Minnesota, St. Louis University, and Adelphi University.

Faculty and noncollege supervisors evaluate students' work in another 20 percent of the programs. They are programs whose curricula includes student internships (e.g., Florida International University, Boston University, Stephens College, Oklahoma City University, and Mayville State College).

A few programs use the three groups (college faculty, community faculty, and noncollege supervisors) to evaluate portions of the curriculum. These include the adult degree programs at Bemidji State University, North Carolina State University, Elizabethtown College, and Augustana College.

Unresolved Issues

Given the complexities of the academic components involved in adult programs, some major issues raised in the literature are not yet resolved in practice. These issues concern standards for nontraditional learning, instructional responsibilities of faculty, and the role of individualized curricula in liberal education.

Standards for Nontraditional Learning—Few programs have been successful in specifying the level of attainment or standard students are expected to reach (Hodgkinson 1975, p. 123). The various forms of nontraditional learning, such as contract learning, portfolios, and narrative transcripts, are effective in specifying criteria students are to meet and techniques by which evaluation is to be done but fall short of articulating clear standards. Hodgkinson suggests that one important dimension of establishing standards is to specify the reference group to which the student will be compared and the method of comparison. The temptation is to turn to the traditional practice of examinations that, whether standardized or specific to a classroom situation, are norm-referenced. Warren argues that such norm-referenced examinations are inappropriate for students learning through nontraditional modes. These forms are at least so varied, if not unique, that no reasonable normative group is available. Warren and others instead advocate the use of criterion-referenced measurement,* which takes into account the goals and competencies of the individual learner (Keeton 1976; Meyer 1975; Warren 1974).

The Council on the Advancement of Experiential Learning (CAEL) has undertaken a comprehensive effort to develop performance-oriented processes of assessment for various forms of experiential learning. CAEL's emphasis has been on improving the process of assessment rather than developing standard instruments. Through its developmental work with participating higher education institutions, CAEL has identified six major steps involved in assessment of experiential learning: (1) identify the learning acquired or intended; (2) articulate the learning to educational goals or academic degrees; (3) document the learning experience outcome; (4) measure the extent and character of the learning; (5) evaluate whether learning meets an acceptable standard; and (6) transcribe the credit or recognition (Wil-

*Criterion-referenced measurement refers to using the learner's objectives as guides for the instruction and evaluation of learning outcomes. For example, students in some programs design proposals for each learning project, one component of which is specifying objectives for the project. Objectives are often stated in the form of questions such as, What is the effect of . . .?, How can . . . be applied into another setting?, and What kinds of services are most appropriate for . . . and Why?

lingham et al. 1978, p. 50). While the work of CAEL and that of individual institutions has significantly advanced experiential learning as a legitimate component of the curriculum, considerable progress remains to be made in the consistent application of standards.

Faculty Instructional Responsibilities—Whether college faculty should be expected to assume full responsibility for the instructional-learning process just discussed remains open to debate. Considerable attention is given to the special qualities required of individuals who serve as mentors and learning-process facilitators. The ability and willingness of regular faculty to perform this function is seriously questioned in the literature. Most faculty members, it is believed, serve most effectively as mentors or facilitators when learning is related to familiar subject matter (Bradley 1975; Houle 1973; Knowles 1978; Rogers 1969). Adult degree programs that broaden the scope of instruction to include professional staff and community experts may provide a setting in which faculty are apt to contribute most effectively.

Individualized Curriculum/Liberal Education—A strong case is made in the literature for the role of individualized curricula in liberal education (Messick 1978; Knowles 1978; Tough 1978; Cross 1978; Hesburgh 1974; Mayhew and Ford 1973). Not everyone is convinced that it holds the answer to effective, liberating learning. Grant and Riesman (1978) argue that there is no one best form that serves the needs of undergraduate learners, nor do they think it likely that university faculties will agree on any unified version of liberal education. What is needed, they propose, is a ". . . set of options that are larger and more satisfying than the isotope-like trajectories of individualized curricula on the one hand, or departmental-vocational specialization on the other" (p. 360).

Most adult educators would agree that liberal education is a necessary component in adult baccalaureate programs; they do not agree, however, on the *best* method of insuring that adults are liberally educated. Some, notably Cross, Knowles, and Houle, among others, would argue that individualized curricula for adults may provide a better route to liberal education than the more traditional survey courses offered in a variety of academic disciplines. That position needs to be supported from evidence of individualized curricula in liberal education. Until adequate evidence is provided, the liberal education options will undoubtedly remain limited and the debate will continue without resolve.

Conclusions

This concluding section explores the congruency between innovative approaches presented in the literature of nontraditional and adult higher education and current practices of adult baccalaureate programs. The nontraditional education literature explores the social and philosophical underpinnings of higher education reform efforts; it also suggests strategies through which innovation might effectively occur. The adult higher education literature discusses the learning needs, orientations, and expectations of adult learners seeking higher education. This section concludes with observations about the accomplishments of adult degree programs and issues concerning their future development.

Clientele—A set-apart, upwardly mobile adult population is described in the literature as the clientele for adult baccalaureate programs. Most adult degree programs serve individuals whose job, family or community obligations prevent regular college attendance. Most programs use factors of age, prior college performance, and professional experience to define their adult students. Adults, however, use qualities of maturity, self-direction, or decision-making ability to describe themselves, rather than demographic characteristics.

Access—A variety of forms of increased access for adults is advocated in the literature. The majority of the programs provide regular institutional offerings to adult students at convenient times and places. Some options are available for students to use their job and home environments as learning resources. Wider access is provided by those programs that allow students to design and execute individualized programs of study primarily in their own locales.

Institutional Context—Adult degree programs will need self-sustaining resources, the literature predicts, to maintain operations in their host institutions. Tuition income is the primary funding base for many adult degree programs, which are set mostly within private colleges rather than public universities. One-half of the degree programs surveyed are supported, to a considerable extent, by their own tuition dollars. Thus, adult students are largely supporting the costs of their degree students. Whether or not this situation should continue remains open to debate. If adults are expected to pay fuller educational costs than their younger counterparts, their access to degree opportunities is likely to remain a secondary priority of the institutions that host baccalaureate programs for adults.

Curriculum—Student-centered curricula for adults is a prominent theme in the literature. Little agreement is reached, however, concerning the extent to which students should be involved in designing their own curriculum. Interpretations and practices of student-centered curricula vary widely among adult degree programs. One-third of the programs surveyed provide wholly faculty-prescribed curricula, while one-third support individual-student-designed curricula. Adult degree programs that allow students individual license in designing some components of their curriculum are in keeping with the basic expectations of the literature.

Liberal Education—Demands by adults for professional or vocational curricula are noted in the literature, yet commitment to liberal education remains strong. A liberal arts core, with secondary emphasis on professional specialization, is the norm in most adult degree programs. Specialization within the main area of concentration is an option in many programs but seldom at the expense of the liberal arts.

Faculty Instructional Roles—Instructional responsibilities, the literature suggests, should be redefined for college faculty and expanded to include nonteaching personnel. The inclusion of diverse faculty functions in adult degree programs enables adults to use varied learning approaches in their programs. Some adult degree programs employ professional staff to facilitate the design and execution of students' degree programs. Faculty then are allowed to concentrate on instruction and advising related to their subject matter. Some degree programs use community-based experts to advise and evaluate learning that is pursued in a "real-world" setting. The responsibilities delegated to college faculty, community faculty, and academic staff vary among adult degree programs. Provision for these special instructional and advising features needs to be made in degree programs that serve adults with pressing and diverse educational needs.

Evaluation of Learning—Alternative evaluation measures and corresponding symbols of achievement of nontraditional types of learning are debated in the literature. Despite encouragement to devise new techniques, most adult degree programs have retained conventional practices. Ninety percent of the programs surveyed award academic credit, and some 50 percent use letter grades or the pass/fail option to represent students' level of achievement. In many programs, traditional forms of evaluation are supplemented with competency- or criterion-based evaluation techniques, particularly to assess students' nonclassroom learning. The majority of the programs, however, restrict the type and quantity of nonsponsored learning accepted toward

degree requirements. One-third of the programs accept only learning that is sponsored by the host institution.

States of Development—The contention that adults require a different kind of education is demonstrated to a limited extent by existing adult degree programs. The degree programs surveyed show considerable accomplishment in providing access to underserved adult students through flexible delivery approaches. Minor accommodations in areas such as individualized curricular designs, expanded faculty roles, and alternative evaluation measures have been made. These are complex issues that have not been satisfactorily addressed by most adult degree programs. Many programs have found it easier to restructure daytime courses to evening offerings, following the traditional "extension" model, rather than design baccalaureate programs specifically suited to adults' needs.

Concern about issues regarding the aims and construction of degree options for adults is accompanied by the broader pressures regarding their relationship to the higher education system. The emergence of adult degree programs is typically in response to specific needs rather than as part of a general design for the continuing education of adults. Traditional colleges and universities are beginning to recruit adult students, in large measure, to counteract the financial consequences of the anticipated enrollment decline of college-age students, and to regain some of the public esteem lost during the years of student activisim. While most activity is taking place in a few, recently created state institutions or in small, private colleges, indications are that larger, public universities will actively seek the adult student market. The questions of which type of institution and what kind of educational design are best equipped to respond to the needs of an adult clientele are immediately pressing.

Further complications arise because adult baccalaureate programs continue to operate apart from the institutional mainstream. Issues of stability and permanence within their host institutions are becoming paramount. Adult degree programs remain challenged to integrate their logic, rhetoric, and technology into the overall mission and functions of their institutions. Until adult degree programs are recognized as full partners, most attempts to establish the education of adults as part of the fundamental responsibility of the institution will result in failure.

It is time for institutions of higher education to embrace the special adult programs operating in their midst and preserve their effective strategies. The foremost challenge is to execute even bolder ventures

in curriculum and instruction and in administration and financing to provide suitable degree opportunities for adults.

Appendix:
Adult Baccalaureate Programs by State

College or University	Public	Private	Institutional Enrollment: -1000	1001-5000	5001-15000	15001-30000	30001-50000	+50000	Adult Degree Program	Degree Program Enrollment: -100	101-500	501-1000	1001-3000	+3000	Degrees Offered: BA	BS	Other
ALABAMA																	
Alabama State U*	X					X			Evening & Weekend College								
[illegible] College, U of Alabama	X					X			External Degree Program		X				X	X	
ARIZONA																	
Western International U		X	X						Personalized Educational Process	X					X	X	Bachelor of Business Administration
CALIFORNIA																	
California State U, Bakersfield	X			X					External Degree Program	X						X	Bachelor of Business Administration
Johnston College		X		X					External Degree Program	X					X		

* Some respondents did not answer all questions, so there is missing information on this chart.

College or University	Public	Private	Institutional Enrollment: -1000	1001-5000	5001-15000	15001-30000	30001-50000	+50000	Adult Degree Program	Degree Program Enrollment: -100	101-500	501-1000	1001-3000	+3000	Degrees Offered: BA	BS	Other
LaVerne College		X		X					Accelerated Program for Adults		X				X	X	
Pepperdine U		X			X				School of General Studies; School of Professional Studies		X				X	X	Bachelor of Liberal Studies
U of the Pacific		X		X					U Without Walls	X					X		
COLORADO																	
Loretto Heights College		X	X						U Without Walls	X					X		
U of Northern Colorado	X				X				Center for Special & Advanced Programs		X					X	Bachelor of Business Administration

College or University	Public	Private	Institutional Enrollment: -1000	1001-5000	5001-10000	10001-20000	20001-50000	+50000	Adult Degree Program	Degree Program Enrollment: -100	101-500	501-1000	1001-3000	+3000	Degrees Offered: BA	MS	Other
CONN.																	
Central Conn. State College	X			X					Part-Time Matriculated Program				X		X	X	Bachelor of Fine Arts
Trinity College		X		X					Individualized Degree Program	X					X	X	
FLORIDA																	
Barry College		X			X				Professional Studies Program	X						X	Bachelor of Professional Studies
Eckerd College		X	X						Program for Experienced Learners		X				X	X	
Florida International U	X				X				External Degree Program		X				X	X	

College or University	Public	Private	Institutional Enrollment: -1000	1001-5000	5001-10000	10001-20000	20001-50000	+50000	Adult Degree Program	Degree Program Enrollment: -100	101-500	501-1000	1001-3000	+3000	Degrees Offered: BA	MS	Other
Florida State U	X					X			Continuing Studies Program	X						X	
U of South Florida	X					X			Bachelor of Independent Studies External Degree Program		X						Bachelor of Interdisciplinary Studies
HAWAII																	
Chaminade U		X															Bachelor of General Studies
ILLINOIS																	
Chicago State U	X				X				U Without Walls		X				X	X	
College of St. Francis		X		X					The Evening College	X					X	X	

College or University	Public	Private	Institutional Enrollment: -1000	1001-5000	5001-15000	15001-30000	30001-50000	+50000	Adult Degree Program	Degree Program Enrollment: 100	101-500	501-1000	1001-5000	+5000	Degrees Offered: BA	BS	Other
DePaul U		X			X				School for New Learning		X				X		
Eastern Illinois U	X				X				Bachelor of Science Program in Career Occupations		X					X	
Elmhurst College		X		X					Weekend College			X			X		
North-eastern Illinois U	X			X					U Without Walls		X				X	X	
Northern Illinois U	X					X			Bachelor of General Studies Program	X							Bachelor of General Studies
Roosevelt U		X			X				Bachelor of General Studies Program				X				Bachelor of General Studies

College or University	Public	Private	Institutional Enrollment: -1000	1001-5000	5001-15000	15001-30000	30001-50000	+50000	Adult Degree Program	Degree Program Enrollment: 100	101-500	501-1000	1001-5000	+5000	Degrees Offered: BA	BS	Other
Western Illinois U	X			X					Board of Governors Degree Program				X		X		
INDIANA																	
Indiana U	X							X	External Degree Program				X				Bachelor of General Studies
St. Mary of the Woods College		X	X						Women's External Degree Program		X				X	X	
U of Evansville		X			X				Bachelor of Liberal Studies Program; External Studies Program	X					X	X	Bachelor of Liberal Studies

College or University	Public	Private	Institutional Enrollment -1000	1001-5000	5001-15000	15001-30000	30001-50000	+50000	Adult Degree Program	Degree Program Enrollment -100	101-500	501-1000	1001-3000	+3000	Degrees Offered BA	BS	Other
IOWA																	
Coe College		X		X					Evening Degree Program	X					X		
Drake U		X		X					Bachelor of General Studies Program	X							Bachelor of General Studies
Iowa Regents	X					X			Bachelor of Liberal Studies Program	X							Bachelor of Liberal Studies
Simpson College		X	X						Program for Older Adults	X					X		
Upper Iowa U		X	X						Coordinated Off-Campus Degree Program				X		X	X	
KANSAS																	
Kansas State U	X					X			Nontraditional Study Program		X						Bachelor of General Studies
Ottawa U		X							College Without Campus						X		
KENTUCKY																	
Bellarmine College		X		X					Bachelor of Science in Commerce or Nursing			X				X	
LOUISIANA																	
Louisiana State U	X			X					College of General Studies		X						Bachelor of General Studies
U Without Walls, New Orleans		X	X							X					X	X	

College or University	Public	Private	Institutional Enrollment: -1000	1001-5000	5001-15000	15001-30000	30001-50000	+50000	Adult Degree Program	Degree Program Enrollment: -100	101-500	501-1000	1001-3000	+3000	Degrees Offered: BA	BS	Other
MARYLAND																	
Johns Hopkins U		X			X				The Evening College					X		X	
Morgan State U	X								College II						X	X	
U of Maryland									U College								
MASS.																	
Boston College		X				X			Evening College				X		X		
Boston U		X		X					Metropolitan College				X				Bachelor of Applied Studies; Bachelor of Liberal Studies
Clark U				X					College of Professional and Continuing Education			X				X	

College or University	Public	Private	Institutional Enrollment: -1000	1001-5000	5001-15000	15001-30000	30001-50000	+50000	Adult Degree Program	Degree Program Enrollment: -100	101-500	501-1000	1001-3000	+3000	Degrees Offered: BA	BS	Other
Framingham State College	X								External Degree Program						X		
Northeastern U									U College								
U of Maine,	X					X			U Without Walls		X				X	X	
MICHIGAN																	
Aquinas College		X		X					IDEA			X			X	X	Bachelor of General Studies; Bachelor of Elected Studies
Central Michigan State U	X					X			Individualized Degree Program						X	X	Bachelor of Individualized Studies
Grand Valley State College	X				X				College IV		X				X	X	Bachelor of Applied Studies

State ... University	Public	Private	Institutional Enrollment: -1000	1001-5000	5001-15000	15001-30000	30001-45000	+45000	Adult Degree Program	Degree Program Enrollment: -100	101-500	501-1000	1001-3000	+3000	Degrees Offered: BA	BS	Other
Michigan State U; Justin Morrill College	X						X		Adults Evening Degree Program	X					X		
Northwood Institute		X		X					External Studies Program		X						Bachelor of Business Administration
MINNESOTA																	
Bemidji State U	X			X					External Studies Program				X		X	X	
Metropolitan State U	X				X							X			X		
Moorhead State U	X				X				External Studies Degree Program			X			X	X	
U of Minnesota	X							X	U Without Walls		X				X	X	

State ... University	Public	Private	Institutional Enrollment: -1000	1001-5000	5001-15000	15001-30000	30001-45000	+45000	Adult Degree Program	Degree Program Enrollment: -100	101-500	501-1000	1001-3000	+3000	Degrees Offered: BA	BS	Other
Winona State U	X			X					External Studies Program		X				X	X	
MISSOURI																	
Park College		X							Portfolio Plan for Degree Completion						X		
St. Louis U		X			X				Metropolitan College				X				Bachelor of Liberal Studies; Bachelor of Urban Affairs
Stephens College		X		X					U Without Walls		X				X		

Institution or University	Public	Private	Institutional Enrollment -1000	1001-5000	5001-10000	10001-30000	30001-50000	+50000	Adult Degree Program	Degree Program Enrollment -100	101-500	501-1000	1001-5000	+5000	Degrees Offered AA	BA	Other
NEBRASKA																	
Nebraska Wesleyan U		X							Wesleyan Institute for Lifelong Learning				X				
U of Nebraska, Lincoln	X								Bachelor of General Studies - Program								Bachelor of General Studies
U of Nebraska, Omaha	X					X			Bachelor of General Studies Program				X				Bachelor of General Studies
NEW HAMPSHIRE																	
Keene State College	X			X					Bachelor of General Studies Program	X							Bachelor of General Studies

Institution or University	Public	Private	Institutional Enrollment -1000	1001-5000	5001-10000	10001-30000	30001-50000	+50000	Adult Degree Program	Degree Program Enrollment -100	101-500	501-1000	1001-5000	+5000	Degrees Offered AA	BA	Other
New Hampshire College		X		X					Continuing Education Program			X				X	
NEW JERSEY																	
Drew U		X		X					Continuing Education for Women	X					X		
Kean College					X				Education Provides Increased Careers (EPIC)			X			X	X	
NEW YORK																	
Adelphi U		X			X				Adult Baccalaureate Life Experience Program (ABLE)				X		X	X	

Institution or University	Public	Private	Institutional Enrollment						Adult Degree Program	Degree Program Enrollment					Degrees Offered		
			-1000	1001-5000	5001-10000	10001-20000	20001-50000	+50000		-100	101-500	501-1000	1001-3000	+3000	BA	BS	Other
Bard College		X	X						Independent Studies Program	X					X	X	Bachelor of Applied Studies; Bachelor of Professional Studies
C.W. Post Center, Long Island U		X			X				Adult Studies Program					X	X	X	
College of New Rochelle		X		X					School of New Resources				X		X		
Empire State College	X			X									X		X	X	Bachelor of Professional Studies
Fordham U		X		X					EXCEL				X		X		
Hofstra U		X			X				U Without Walls	X					X	X	
New York Institute of Tech.		X				X			External Degree Program					X		X	Bachelor of Technology; Bachelor of Fine Arts

Institution or University	Public	Private	Institutional Enrollment						Adult Degree Program	Degree Program Enrollment					Degrees Offered		
			-1000	1001-5000	5001-10000	10001-20000	20001-50000	+50000		-100	101-500	501-1000	1001-3000	+3000	BA	BS	Other
New York Regents	X					X			External Degree Program					X	X	X	
Queens College	X					X			Adult Collegiate Education (ACE)				X		X		
Skidmore College		X	X						U Without Walls		X				X	X	
State U of New York	X				X				Mature Adult Program (MAP)			X			X	X	Bachelor of Professional Studies
Syracuse U		X				X			Independent Study Degree Program		X				X	X	

College or University	Public	Private	Institutional Enrollment: -1000	1001-5000	5001-15000	15001-30000	30001-50000	+50000	Adult Degree Program	Degree Program Enrollment: -100	101-500	501-1000	1001-5000	+5000	Degrees Offered: AA	BS	Other
NORTH CAROLINA																	
North Carolina State U	X					X			Evening Degree Program					X	X		
Queens College		X	X						New Dimensions Program		X				X	X	Bachelor of General Studies; Bachelor of Music; Bachelor of Fine Arts
SOUTH DAKOTA																	
Richmond State College	X								Bachelor of College Studies								
Mayville State College	X		X						Elementary Education Program for Non-Degreed Teachers	X						X	

College or University	Public	Private	Institutional Enrollment: -1000	1001-5000	5001-15000	15001-30000	30001-50000	+50000	Adult Degree Program	Degree Program Enrollment: -100	101-500	501-1000	1001-5000	+5000	Degrees Offered: AA	BS	Other
[illegible]																	
[illegible] U		X	X										X		X	X	
Capitol U									U Without Walls		X						
Yale College		X		X					Accelerated Educational Studies	X						X	
[illegible]	X								External Student Program								
[illegible] College		X	X						External Learning Program		X				X		

College or University	Public	Private	Institutional Enrollment: -1000	1001-5000	5001-15000	15001-30000	30001-50000	+50000	Adult Degree Program	Degree Program Enrollment: -100	101-500	501-1000	1001-3000	+3000	Degrees Offered: BA	BS	Other
OKLAHOMA																	
Cameron U	X				X				General Education Program		X					X	
Flooding Rainbow U		X	X						U Without Walls		X				X	X	
Oklahoma City U		X				X			Competency Based Degree Program	X					X	X	
U of Oklahoma	X					X			College of Liberal Studies			X					Bachelor of Liberal Studies
OREGON																	
Ridfield College		X		X					Off-Campus Program		X						Bachelor of Liberal Studies
Marylhurst Education Center		X	X								X				X	X	Bachelor of Music

College or University	Public	Private	Institutional Enrollment: -1000	1001-5000	5001-15000	15001-30000	30001-50000	+50000	Adult Degree Program	Degree Program Enrollment: -100	101-500	501-1000	1001-3000	+3000	Degrees Offered: BA	BS	Other
PENN																	
Elizabethtown College		X		X					Campus Free Degree Program		X						Bachelor of Liberal Studies; Bachelor of Professional Studies
(Our Lady of Angels College		X	X						Adult Initiative Maintained (AIM)		X				X	X	
U of Pittsburgh					X				School of General Studies					X	X	X	
Rhode Island									Renewed Undergraduate Education Program	X					X	X	
Providence College		X		X					School of Continuing Education				X		X	X	Bachelor of Liberal Studies

College or University	Public	Private	Institutional Enrollment						Adult Degree Program	Degree Program Enrollment					Degrees Offered		
			-1000	1001-5000	5001-10000	10001-20000	20001-50000	>50000		-100	101-500	501-1000	1001-5000	>5000	BA	MA	Other
SOUTH CAROLINA																	
Furman U		X		X					Bachelor of General Studies		X						Bachelor of General Studies
SOUTH DAKOTA																	
Augustana College	X	X		X					Twilight Degree Program	X					X		
TEXAS																	
Dallas Bible College		X	X						Extramural Studies Program	X						X	
Hispanic Inter-national U		X	X						W Without Walls		X			X	X	X	
Lamar U	X				X				Bachelor of General Studies		X				X	X	Bachelor of General Studies

College or University	Public	Private	Institutional Enrollment						Adult Degree Program	Degree Program Enrollment					Degrees Offered		
			-1000	1001-5000	5001-10000	10001-20000	20001-50000	>50000		-100	101-500	501-1000	1001-5000	>5000	BA	MA	Other
Our Lady of the Lake U		X		X					Bachelor of Applied Studies	X							Bachelor of Applied Studies
UTAH																	
Brigham Young U		X				X			Degrees by Independent Study		X						Bachelor of Individualized Studies
Weber State College	X				X				Bachelor of General Studies		X						Bachelor of General Studies
VERMONT																	
Goddard College		X		X					Adult Degree Program			X			X		
VIRGINIA																	
Lynchburg College		X		X					Continuing Education		X				X	X	
Mary Baldwin College		X							Adult Degree Program						X		

College or University	Public	Private	Institutional Enrollment: -1000	1001-5000	5001-15000	15001-30000	30001-50000	+50000	Adult Degree Program	Program Enrollment: -100	101-500	501-1000	1001-3000	+3000	Degrees Offered: BA	BS	Other
WASHINGTON																	
Central Washington U	X				X				External Degree Program						X	X	
Fort Wright College		X	X						LINK Program		X				X	X	
Gonzaga U		X		X					Spokane Higher Education Regional Enrichment Program (SPHEAR)	X						X	Bachelor of General Studies
Whitworth College		X							Continuing Studies Program								
WASHINGTON D.C.																	
The American U		X							Bachelor of General Studies Program								Bachelor of General Studies

College or University	Public	Private	Institutional Enrollment: -1000	1001-5000	5001-15000	15001-30000	30001-50000	+50000	Adult Degree Program	Program Enrollment: -100	101-500	501-1000	1001-3000	+3000	Degrees Offered: BA	BS	Other
Compton Free College		X	X								X				X		
George Fox U		X							Liberal Studies Program							X	Bachelor of General Studies
George Washington U		X				X			College of General Studies				X				
Seward U		X							U Without Walls								
WEST VIRGINIA																	
Marshall U	X				X				Regents Bachelor of Arts Degree Program		X				X		
West Virginia State C	X			X					Regents Bachelor of Arts Degree Program		X				X		

Institution or University	Public	Private	Undergraduate Enrollment: -1000	1001-3000	3001-5000	5001-10000	10001-15000	15000+	Adult Degree Program	Program Enrollment: -100	101-500	501-1000	1001-3000	3000+	Program Offered: Yes	No	Other
WISCONSIN																	
Alverno College		X		X				40	Weekend College		X				X		
U of Wisconsin /Green Bay	X			X					U Without Walls; Extended Degree Program	X					X	X	Bachelor of Liberal Studies

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